

YEAR 7

| AUTUMN 1 | | | | | | | AUTUMN 2 | | | | | | | | SPRING 1 | | | | | | SPRING 2 | | | | | | SUMMER 1 | | | | | | SUMMER 2 | | | | | | |
|----------|---|---|---|---|---|---|----------|---|---|---|---|---|---|---|----------|---|---|---|---|---|----------|---|---|---|---|---|----------|---|---|---|---|---|----------|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

ENQUIRY QUESTION – WHO IS GOD? (ABRAHAMIC FAITHS)

Year 7 will explore the question of who is God through the different lenses of the Abrahamic faiths is– Judaism, Christianity and Islam. This will enable students to gain knowledge and understanding of a range of religions and world views, appreciating diversity, continuity and change within religions and world views studied. The different responses to the enquiry question will encourage students to appreciate the how beliefs can influence practice in a believers’ daily life. The enquiry questions enables each unit to be connected and will facilitate the opportunity for further development of understanding of the Abrahamic faiths through making comparisons and creating a schema. By the end of the year, students will be able to apply what they have learnt to the question of whether God exists with reference the religious and non-religious views they have explored throughout the year.

| Unit description | Christianity - The Creator? (Understanding Christianity) | Christianity – The Saviour? (Understanding Christianity) | Judaism – A promise keeper? | Islam – <i>Did not begot or be begotten?</i> | Christianity – Is three parts or persons? (Understanding Christianity) |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Outcomes: To explain what a worldview is and how they influence us today To the concepts of Creation and stewardship in Christianity. To explain the type and purpose of the Genesis Creation texts, and their place in the overall Bible narrative. To explain what Genesis 1 and 2 tell Christians about the nature of humans, their capacities and responsibilities To give some examples of how Christians have responded to the idea of stewardship, as a community and individually. To offer a justified response to the question of whether Christians should be better stewards than everyone else. To respond to the challenge of caring for the planet, in the light of their learning, offering reasons and arguments for their responses.</p> <p>Substantive knowledge – Creation, Genesis, Stewardship, Dominion, Ecology, Omnipotent, Omnibenevolent</p> | <p>Outcomes: To explain, with reference to the ‘I am’ sayings and/or the signs, what John’s Gospel says about Jesus’ true nature, and how this connects to Christian beliefs about what God is like. To explain and analyse how the Bible uses different types of text (for example, the Gospels) and language (such as, metaphor) to communicate ideas about Jesus as God incarnate. To explain and evaluate how Christian worship reflects Christian beliefs in Jesus as God incarnate. To evaluate the value of belief in Jesus as God incarnate for Christians in the world today. To explain why Jesus is considered a Saviour today and to make comparisons with other inspirational figures.</p> <p>Substantive knowledge – Incarnation, Saviour, Omniscient, Spirit, Eternal, Holy, Gospel</p> | <p>Outcomes: To define what a covenant is and to explain the role of covenants in Judaism To explain the different types of Jewish people, with reference to Orthodox, Conservative and Liberal Jews. To explain what Shabbat is and how it fulfils the covenant To explain the story of Moses and how this is remembered at Passover To analyse how Pesach helps Jews to connect with their identity and history To explain and evaluate the importance of Yom Kippur To identify the key features of a Synagogue and to explain why they’re important To evaluate the importance of places of worship. To define what persecution is and to explain the impact of persecution To analyse how persecution can affect a belief in G-d, with reference to Anne Frank.</p> <p>Substantive knowledge – Covenant, Orthodox, Liberal and Conservative, Shabbat, Pesach (Passover), Yom Kippur, Pesach, Synagogue, Persecution</p> | <p>Outcomes: To explain the role of a prophet and the importance of Muhammad pbuh To explain and evaluate the important of the Night of Power To explain what Muslims believe about Allah with reference to the 99 names and Tawhid To give reasons and examples to explain how and why Muslims put their beliefs into action in different ways, with reference to the Five Pillars, reading the Qur’an and Eid. To explain the differences between Eid-ul-Fitr and Eid-ul-Adha To evaluate and make a judgement on what is the most important duty for Muslims</p> <p>Substantive knowledge – Prophet, Muhammad pbuh, Qur’an, Night of Power, Allah, Tawhid, Ka’aba, Risalah, The Five Pillars (Shahadah, Salah, Zakat, Sawm and Hajj), Eid-ul-Fitr and Eid-ul-Adha</p> | <p>Outcomes: To explain Christian beliefs about the Father, Son and the Holy Spirt including their individual roles and characteristics To compare the similarities and differences between the three persons of the Trinity To explain how and why the Christians the Bible as a source of authority, and how this can teach us about the Trinity. To explain and evaluate how Pentecostal Christians emphasise the role of the Holy Spirit.</p> <p>Substantive knowledge – The Trinity (The Father, The Son and The Holy Spirit), The Bible, Denominations, Pentecostalism, Charismatic</p> |
| | Curriculum links – Year 8 The Fall and Salvation & Year 9 CB & Year 10 Environment | Curriculum links – Year 8 The Fall and Salvation & Year 9 CB | Curriculum links – Year 9 Anti-Racism & CB | Curriculum links – Year 9 CB | Curriculum links – Year 7 Tawhid & Year 8 The Fall and Salvation & Year 9 CB |
| | <p>Disciplinary knowledge – all units will implicitly and discreetly address the multi-disciplinary approach to RE with reference to theology, philosophy and human/social sciences. This can be found in the unit overviews which differentiates between the units as – believing, thinking and living – which will be followed by specific questions that link to the different disciplines.</p> | | | | |

Religious Studies

Curriculum

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <i>Personal knowledge – Students will reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of world views which highlight the complexity of the world in which they live today. This will facilitate their own exploration of their own religious, spiritual and philosophical ways living, believing and thinking.</i> | | | | | |
| Assessment | AO1 and AO2: Should Christians be greener than everyone else? <i>Creative Infographic on “stewardship” with a short paragraph response</i> | AO1 and AO2: Why is Jesus considered a saviour? LEVELLED ASSESSMENT | AO1 Knowledge Test – Key words | AO1 and AO2: “Hajj is the most important practice for a Muslim” Evaluate this statement. LEVELLED ASSESSMENT | AO1: “Who is God?” LEVELLED ASSESSMENT |

AO1: Demonstrate knowledge and understanding of religion and beliefs including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

- Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?
- Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.
- Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.
- Encouraging creative expression to connect with the inner self and the transcendent.
- Fostering a sense of belonging and interconnectedness with others, nature, and the universe.
- Encouraging self-awareness, emotional intelligence, and moral reasoning.
- Promoting open-ended investigations rather than just seeking right answers.
- Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

Our religious education curriculum is built upon the concept of >Something More? Through every lesson, question and conversation we have with our students we encourage them to develop their sense of >Something More? Listed below are a few examples of how we achieve this through our curriculum, however, it is impossible to list every instance as it is the very essence of our curriculum to develop our students’ sense of spirituality.

- **Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?**
 - The foundations of our curriculum are “big” questions that students explore through each unit and every lesson. The focus of Year 7 is to explore “Who is God?” through the different Abrahamic faith worldviews. This provides our students with the opportunity to reflect, make comparison and how different beliefs can influence faith, purpose and everyday life.
- **Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.**
 - Students will analyse and interpret sacred writings to unpack the deeper meanings behind the words of wisdom. For example, in Year 7 they will explore the “I am” sayings to describe the nature of Jesus and will unpack the deeper meanings of the use of symbolic and metaphorical language, as well as the use of art. Students will reflect on the use of music as a form of worship to express beliefs linked to the Apostles’ Creed.

- **Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.**
 - The Souster Youth, a Christian charity, deliver lessons to our students in years 7-10 and provide an opportunity for students to explore “big questions” from the Christian perspective. They offer RE lessons that are carefully crafted to engage students with creative learning activities that aid and enhance their learning.

- **Encouraging self-awareness, emotional intelligence, and moral reasoning.**
 - The very nature of our curriculum encourages students to develop their self-awareness (to reflect on their own beliefs, values, and identity), emotional intelligence (by teaching empathy, compassion, and understanding of others’ perspectives) and moral reasoning (by thinking through ethical dilemmas and making responsible choices). For example, in our Year 7 curriculum, students will reflect on environmental issues and our collective responsibility to bring about change, as well as persecution, both modern day and historical.